

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION

The Honourable Walter E. Harris,
Minister.

INDIAN SCHOOL BULLETIN

Issued by the Education Division

INDIAN AFFAIRS BRANCH

No. 5 Vol. 4 Items 36 - 48

MAY 1950

next issue September, 1950.

THUS A CHILD LEARNS

Thus a child learns; by wiggling skills through his fingers and toes into himself; by soaking up habits and attitudes of those around him; by pushing and pulling his own world.

Thus a child learns; more through trial than error, more through pleasure than pain, more through experience than suggestion, more through suggestion than direction.

Thus a child learns; through affection, through love, through patience, through understanding, through belonging, through doing, through being.

Day by day the child comes to know a little bit of what you know; to think a little bit of what you think; to understand your understanding. That which you dream and believe and are, in truth, becomes the child.

As you perceive dully or clearly; as you think fuzzily or sharply; as you believe foolishly or wisely; as you dream drably or goldenly; as you bear false witness or tell the truth - thus a child learns.

- Frederick J. Moffitt,
New York State
Department of Education.

Note

These bulletins are for retention on file. They are NOT to be removed from schools by teachers. Indian Superintendents will check in their periodical visits to schools, to ensure that these bulletins are kept in the classrooms.

TABLE OF CONTENTS

PART I: SCHOOL ADMINISTRATION

- # 36 Is Your School Ready for the Summer Vacation?
- # 37 Indian School Calendar for the 1950-51 Academic Year
- # 38 Tuition Grants
- # 39 Resignations of Day School Teachers
- # 40 Are your School Supplies ordered for 1950-51 ?
- # 41 Summer Schools
- 42 Education Week
- # 43 Indian Day School Teachers' Annual Report

PART II: TEACHING METHODS

- 44 Initial Reading Readiness
- 45 Visual Education
- 46 Swimming and Water Safety
- 47 Miscellaneous News of our Indian Schools
- # 48 How can I Start a Physical Education Programme on my Reserve?

indicates article of special interest to Indian Affairs Branch officials

"Since our most important aim is to teach the child practical English, our first task is to help him acquire, as rapidly and as naturally as possible, the English words or sentences for which he will have the most immediate and urgent need. . . . It is not always realized . . . that the problem of the foreign-speaking child . . . is exactly the same as that of the American child who is trying to learn French or any other foreign language.

.
A haphazard, disconnected, unrelated group of words and sentences must end in tedium, discouragement and despair. . . . Instruction of the foreign child must be interesting, entertaining, lively and as concrete as possible. . . This must be accomplished by means of objects, pictures, charts, singing games, songs, finger plays, and other helpful materials."

- Texas Course of Study for
non-English Speaking Children.

PART I: SCHOOL ADMINISTRATION

36 IS YOUR SCHOOL READY FOR THE SUMMER VACATION ?

There is little doubt in our minds that you, the teacher or principal, will be ready for the summer vacation. We are also certain that your pupils will be ready for the summer holiday period. But there is often a doubt in our minds, and also in the minds of our field officials as to whether your school is ready for the summer vacation.

During the last week of the school year, principals and teachers are asked to sit down and tick off the following things which they should have done before the final school day:

1. Is your school room scrubbed and thoroughly clean?
2. Have you arranged to have every door and window of your school locked and to deposit the key with whomever the Superintendent has instructed you?
3. Have your main requisition for standard and library supplies been forwarded to the Department?
4. Have you left a forwarding address with your Indian Superintendent?
5. Have you prepared a Progress Report Card for each child and advised them concerning promotions?
6. If you are leaving or being transferred, have you written a polite letter to the incoming teacher including pertinent facts about your school and reserve?
7. Have you arranged to have the toilets cleaned on the last day of school and then nailed up for the summer?
8. Have you checked the school furniture against the inventory of furnishings which should exist in every day school?
9. Have you requisitioned for all janitor supplies for next year to your Indian Superintendent?
10. Have you prepared your Monthly Report and arranged to forward it to the Department?

37 INDIAN SCHOOL CALENDAR FOR THE 1950-51 ACADEMIC YEAR

The calendar for the next academic year is attached as Appendix A. It can be removed from the Bulletin and placed in your school register for constant reference. Indian Superintendents should remove it from the Bulletin and pin it on the notice board in their offices.

As a final reminder, if a school is closed on any prescribed day, such fact and the reason for it must be reported to the Indian Superintendent.

38 TUITION GRANTS

Now is the time of year when Principals, teachers and Indian Superintendents must consider those students for whom they are prepared to recommend to the Department in the payment of tuition grants for secondary education.

The forms used in applying for these tuition grants are easily available upon applying to the Department, and now is the time to order an ample stock. Remember that these forms are only required for students recommended for financial assistance for the first time. In the case of students who have already completed one or more years of secondary education with the Department's assistance, it will only be necessary for the Indian Superintendent to write to the Education Division requesting the renewal of the grant. This renewal is naturally dependent upon the pupils having been promoted.

In conclusion may we again remind all concerned that pupils completing High School should be interviewed to ascertain their intentions for next year. Remember we do need teachers for our Indian Schools, and we do need nurses for our Indian hospitals. We emphasize the importance of giving very careful consideration to requests for tuition grants. Only those pupils who are likely to persevere should be recommended.

39 RESIGNATIONS OF DAY SCHOOL TEACHERS

Teachers who are intending to leave our service should submit their resignations in writing to their Indian Superintendents by May 31, 1950. This will enable the Department to secure a replacement, if possible, during the month of June and will prevent any unnecessary delay in re-opening the school in September.

June is the month during which teachers are looking for new positions, and we like to have all appointments made by mid-July.

Already we have on hand a large number of applications for our Day Schools. We would, therefore, appreciate the cooperation of all Indian School teachers who intend to resign by having their written resignations submitted in the near future.

40 ARE YOUR SCHOOL SUPPLIES ORDERED FOR 1950-51 ?

In each issue of the Indian School Bulletin for the academic year 1949-50 there was one or more articles advising teachers and principals of school aids and materials available for better operation of the school. Have you taken advantage of these offers?

The following is a list of materials made available along with information showing the issue of the Bulletin where these were made available. Kindly check these and be guided accordingly:-

- | | Yes | No |
|--|-----|----|
| 1. Have you taken advantage of the teaching materials available from various sources?
(Vol. 4 No. 1 - September) Vol. 4 No. 2 November) | | |
| 2. Have you requisitioned for the Standard School Supplies - Stationery for 1950-51 ? (Vol. 4 No. 2 - November) | | |
| 3. Have you requisitioned for the Standard Text Books for 1950-51? (Vol. 4 No. 2 - November) | | |
| 4. Have you requisitioned for the School Text Books required by Provincial Course of Study for 1950-41 ? (Vol. 4 No. 2 - November) | | |
| 5. Have you requisitioned for the Hectograph Books provided for school use ? (Vol. 4 No. 3 - January) | | |
| 6. Have you ordered the "Bonus Library Books for Good Day School Attendance" if the school is entitled to these (Available to day schools only) ? (Vol. 4 No. 3 - January) | | |
| 7. Have you ordered "One Hundred Types of Seatwork" ? (Vol. 4 No. 3 - January) | | |
| 8. Have you ordered your copy of "The Backward Child" ? (Vol. 4 No. 3 - January) | | |
| 9. Have you ordered the frame and picture of the King and Queen ? (Vol. 4 No. 3 - January) | | |
| 10. Have you ordered the Duplicator for the school, if one can be used and is required ? (Vol. 4 No. 3 - January) | | |
| 11. Have you placed your requisition for library books for 1950-51 ? (Vol. 4 No. 4 - March). | | |

41 SUMMER SCHOOLS

We have attempted to summarize summer courses of interest and value to our Indian teachers and which are being offered across Canada this summer by various universities and departments of education. More detail has been provided about courses in Ontario and British Columbia because in these two provinces we have the larger number of Indian schools.

Be certain to write for the bulletin prepared by the university or department of education concerned and enrol early.

Teachers interested in taking a course in the United States should seriously consider the courses offered by the United States Indian Service at Chemawa, Ore. (see end of this article)

ONTARIO DEPARTMENT OF EDUCATION

Auxiliary Education

These courses are offered in Toronto from July 3 to August 4, inclusive. The course recommended for Indian school teachers is "Elementary Auxiliary Education, Type 3 - Remedial Teaching".

There are also Intermediate Auxiliary Education courses, but teachers cannot enrol in these until they hold an Interim Elementary Auxiliary Education Certificate.

Teachers in Indian schools outside of Ontario, interested in this particular course, should apply to the Superintendent of Indian Education, as special arrangements have to be made for the enrolment of such teachers.

Note: This course is highly recommended for all teachers in Indian day and residential schools. It deals with the psychology of special education, intelligence testing, enterprise teaching, remedial reading, etc.

Primary Methods: Teachers can obtain an Ontario Interim Primary Method Certificate by adding two Summer Sessions. These are held at Hamilton and Ottawa Normal Schools from July 3 to August 4, inclusive.

Other Courses: There are many other courses offered, including Agriculture, Arts and Crafts, Education, Home Economics, Industrial Arts and Crafts, Psychology and Health Education, etc.

For further details of these summer courses, write to the Ontario Department of Education in Toronto.

BRITISH COLUMBIA DEPARTMENT OF EDUCATION

These courses are offered in Victoria and Vancouver (see bulletin prepared by B. C. Department of Education for details) and last from July 3 to August 4, 1950.

There is a wide range of courses being offered, many by outstanding instructors. The following are recommended for day school teachers:

Child Guidance

- (a) Disciplinary problems in the elementary school, offered by Dr. D. Baron of the Oregon College of Education.
- (b) Individual differences in children, by Dr. O. R. Chambers of the Oregon State College.
- (c) Education of Exceptional Children, Education of Sub-normal Children, by Dr. E. A. Doll, Ohio State University.

Techniques of Classroom Management - by Dr. J. D. Gerletti of the University of Southern California.

Methods in Arithmetic - by Miss C. M. Jones, of the University of Southern California.

Language Arts and Literature in the Kindergarten

Evaluating learning in the Primary grades,

by B. Kohler, Central Washington College of Education.

Remedial Reading - by Miss D. Lampard of Birmingham University.

Principles and Practices of Primary Education -

by Miss O'Connell and Miss Jacobson.

There are many other interesting courses and we would recommend that all teachers in British Columbia obtain the 1950 bulletin on these summer schools, study it carefully and determine the courses which best suit their requirements.

For Welfare Teachers: We recommend the following two courses:

Introduction to Educational Sociology

The School and the Community -

offered by Dr. G. A. Bakke, Head of the Department of Sociology of Oregon State College.

UNIVERSITY OF SASKATCHEWAN

Courses are held at the University of Saskatchewan in Saskatoon, at Regina College in Regina, and at the Summer Art Camp at Emma Lake. The session for most courses is from July 3 to August 12, 1950. Teachers should write to the University of Saskatchewan for the bulletin now available. Two courses of particular interest to our teachers are those being offered by Dr. D. H. Russel of California in the Psychology of Elementary School Subjects and Reading and Literature in the Elementary School.

UNIVERSITY OF ALBERTA

These courses are held at the University of Alberta in Edmonton and the session lasts from July 3 to August 15. Teachers should write for the Bulletin and their attention is drawn particularly to courses in the Psychology and Supervision of Reading and the Psychology and Supervision of Arithmetic. There are several other courses including Education in Grades 1, 2 and 3 by Miss O. M. Fisher, and Education in Grades 4, 5 and 6, by Dr. G. K. Sheane.

(Note: - MANITOBA Summer School Bulletin not received at time this magazine being printed)

NEW BRUNSWICK

There is a combined summer session at the University of New Brunswick (July 3 - August 12) and at Teachers' College, Fredericton, N.B., (July 3 - August 4).

The subjects offered by the University of New Brunswick are academic with courses in Education being those applicable towards a Bachelor of Arts degree.

The courses at the Teachers' College which are recommended for Indian school teachers are as follows:

Primary Methods by Miss Hubbs

Educational Tests and Measurements by Mr. Wallace

Educational Psychology by Mr. McIntyre,

Physical Education courses (especially Physical Education 3)

Community Recreation by Mr. Cunningham and Mr. Thompson

Handicrafts by Miss Armstrong.

Address your letter regarding the University session to

The Director of Summer Session, University of New Brunswick,
Fredericton, N. B.

Address your letter regarding the Teachers' College Summer Session to

The Director of Summer Session, Teachers' College,
Fredericton, N. B.

SCOTIA

Offered from July 5 for five weeks at Dalhousie University. Of particular interest is the course in Reading Methods being offered by Mrs. R. Hughes. Maritime teachers should write to the Registrar of this school, Mr. H. K. McLeod, Department of Education, Halifax, N. S.

SUMMER SCHOOL COURSES IN HEALTH AND PHYSICAL EDUCATION:

In several of the Summer School bulletins you will find descriptions of courses in Physical Education. For example, in Ontario, teachers can enrol in courses leading to the Elementary Physical and Health Education Certificate. In Saskatchewan, Physical Education courses are offered at Regina College. Courses are also offered in Alberta and in British Columbia.

UNITED STATES INDIAN SERVICE SUMMER SCHOOLS:

There are two series of courses offered; one at Santa Fe, N.M., and the other at Chemawa, Ore. As the courses at Santa Fe are from June 3 to June 30, they cannot be attended by our teachers.

Those at Chemawa, however, run from July 10 to August 4 and are worthy of consideration by teachers in the Western Provinces. Chemawa is located in the Willamette Valley on the Southern Pacific Railroad. Teachers should write to

Mr. H. A. Mathiesen,
Director of Summer Schools,
United States Indian Service,
Department of The Interior,
Washington, D. C.

for the bulletin describing these courses. Be sure to mention that you are teaching in an Indian school in Canada.

Of particular interest to our teachers are the following courses:

Language Problems of Non-English-Speaking Students,
Methods of Improving the English of Bilingual Children,
Modern Trends in Rural Education,
Basic Methods and Techniques of Elementary Education,
Basic Reading Instruction,
Reading Disabilities: Analysis and Correction.

42

EDUCATION WEEK

Reports steadily continue to reach the Department of the success which has been made in our schools with their efforts to introduce Education Week on their various reserves.

Day schools report that they were able to follow many of the suggestions made in previous issues of the Indian School Bulletin. Miss D. Murphy, teacher at the Eel Ground Indian Day School, New Brunswick, was able to carry out the following activities in a one-room school; Visitors Day, inspection of box mill near the reserve, an essay contest on visit to mill, bingo and dance at the end of visitors' day.

From the "Cowichan Leader" of Duncan, British Columbia, we read of the varied program offered at the St. Catherine's Indian Day School. In a store window there were displays of the handiwork of the children and on Visitors Day, many parents and friends were most impressed with the work being done by the children. It is unfortunate that we can not reproduce photographs as they would show better than our words the successful displays made by these pupils.

At the Alberni Residential School a poster contest was held taking as the theme the national slogan "Education - Everybody's Business". There were prizes offered in each division. To climax the week an open house was held at which the girls served afternoon tea.

Among other activities at the Sturgeon Landing Residential School, the school choir made recordings in Cree and broadcast these to their parents over Station CFAR in Flin Flon.

43

INDIAN DAY SCHOOL TEACHERS' ANNUAL REPORT

Day school teachers will find enclosed the revised annual report form for completion and return to the Department by June 15, 1950. One copy is for retention at the school and the other for forwarding to the Education Division, Indian Affairs Branch, Department of Citizenship and Immigration, Ottawa.

(This is a most important article outlining the policy to be followed in the teaching of reading to beginners. Part I of this article appeared in the March issue of the Bulletin and outlined the steps to be taken in the teaching of an English vocabulary).

3. To develop a relatively wide speaking vocabulary and facility with ideas. The stimulation of discussion, of ease of talking, and of the desire to talk is an essential responsibility of all teachers regardless of grades taught. Situations and activities that encourage conversation are therefore a necessity and should be carefully planned. These experiences must be meaningful if the developed English is to be meaningful. Since learning a new language requires much repetition, the first goals should center around a minimum vocabulary. The use of which is stimulated by the experiences provided --not by forced recitations.

All of the experiences heretofore discussed will prove of value in establishing and developing a vocabulary.

Play activities, which include dramatization, are always interesting to small children. Through free play and directed childlike activities the child learns vocabulary and group living. Children may dramatize many favorite stories of childhood, they may mimic animals or machinery. A shadow-graph may aid in leading a shy child to freer expression.

Each teacher will need to systematically build a file of useful pictures. The pictures should, if possible, be colorful, large, and without too much detail. They may be cut out and pasted on oak tag. The pictures are shown to the children; there is pupil-teacher discussion about them. They are kept where the children may handle and talk about them.

Handling of and acquaintance with materials in the classroom are of vital importance. Some suggested materials for a classroom are: dolls and play house furniture (much of the furniture can be made in the shop), blocks of various sizes and colors, stick horses, rocking horses, toy cars and trucks, toy telephones, clay, papers, paste, blunt scissors, pencils, crayons, art and tempera paints, brushes, fingerpaints, easels for painting, needles (large), thread, materials for sewing, soap and soft wood for carving, beads and corn for stringing, seeds, thermometer, tripod, native plants, growing plants, pictures, picture books, easy colorful storybooks. Perhaps a bowl of fish and a pet. Games such as checkers, dominoes, marbles, bean bags, jacks, ten pins. This is not an exhaustive list, many other things will naturally find their way into the classroom.

The use of motion pictures, lantern slides, film strips, and other visual aids will enlarge the child's horizon and stimulate thought and conversation. Stories are interesting to children and each teacher needs to be a good storyteller and a good oral reader. Children acquire an acquaintance with simple stories by the teacher's reading or telling them. The teacher may call attention to illustrative pictures as she reads or tells a story. Reading a familiar story and stopping at a point to have children supply the next word is a means of holding attention and interest as well as good language practice.

Singing Helps Articulation. Singing is an excellent way to help shy children to overcome timidity and also to aid them in becoming accustomed to the sound of their voices using a strange language. There are numerous suitable childlike songs. The record player with delightful, entertaining children's records is another source of interest. Children may sing with the records or may simply listen. It is good to employ both methods.

Nursery rhymes have a remarkable attraction for children and they seem to accept them for their rhythm and naturalness. At first they can be learned in groups and later repeated individually.

Riddles can be used most successfully. "I have a blue ribbon. Who am I?" "You sit on me. What am I?" Later children will enjoy making their own riddles.

Never Interrupt to Correct. Care should be exercised daily in noting incorrect speech sounds. Never interrupt a conversation or recitation to make a correction; this merely inhibits free expression, for a child dislikes the

embarrassment involved. At another time, tell the child of his error, and show the child the correct position of the tongue and lips. Have him listen to the word or sound and repeat it. Help each child until his pronunciation is perfect. A voice recorder, like the Soundscriber, on which a child may record his speech, and then listen to a re-play, can be helpful in correcting enunciation. During this time number concepts are being built. The children will learn to count the windows in the room, the boys, the girls, the brushes needed by a group who will be drawing. Counting should be done from left to right. This will be of aid when children begin reading.

Children should learn how to handle books. How to open them, how to turn the pages, to look from left to right across the page. They can learn to study a picture and to express in words the ideas suggested by the picture. They will begin to notice things that are alike and things that are different.

All recording in the classroom should be done in manuscript writing since it is similar to the printed page and therefore a simple form for the child to read, and to use when he begins writing. When labels or names are employed in the primary classroom they should meet a definite and meaningful need such as names of pupils or committees. At times daily memoranda may be recorded. Such items should be written on the blackboard on the eye level of the pupils or on unprinted newsprint fastened at eye level, in large clear manuscript in short complete sentences.

4. To develop audio-visual-motor skills. When ear, eye, or motor defects are present a specialist should give attention to the child. However, many children have poor memory for things they have heard or seen, some are clumsy and lack co-ordination in their movements. Games and exercises are helpful in developing ear and hand readiness.

Fortunately, home experiences, have usually been such that the average Indian child is unusually skilled in these fields.

Activities for developing auditory discrimination:

1. Dramatizing stories
2. Rhyming words.
3. Listening for differences in words and sounds.
4. Singing games and musical jingles
5. Tapping objects in room and locating direction of taps. Counting taps
6. Listening to records
7. Making charts with pictures beginning with the same sound
8. Giving oral directions involving increasing commissions

Activities for developing visual abilities:

1. Matching games and puzzles
2. Constructing
3. Exposing articles for a few seconds.
Asking children to name objects they can recall.
Later they may be asked to draw objects they recall
4. Describing an article and having children guess what it is
5. Counting or naming rows of articles from left to right
6. Recognizing and copying names

Activities for developing motor coordination:

1. Skipping, hopping, dancing with music
2. Fitting objects together, such as jigsaw puzzles and pegboards
3. Using the preferred hand
4. Tracing around forms with the forefinger and trying to stay on the line
5. Tracing with pencil using carbon paper
6. Constructing
7. Painting and drawing

5. To learn to solve problems. Classrooms should be arranged and equipped for individual and group experiences. It is only in a classroom of this type that a child begins to attain self-reliance. The child learns self-reliance and gets valuable training in problem solving by simple experiences such as learning to tie his shoes and to button his clothes, playing quietly in groups or alone.

Many activities should not be over-supervised. Perhaps a group of children squat on the floor on a linoleum square. They are working with tempera paint and brushes on large sheets of paper. Unhampered by over-direction they

ously attend to the pictures they are creating. Taking a casual glance at one picture you know that the queer shape taking form is the teacher and that the orange blob is her sweater. The child's imagination and creativeness are at work. It would be unfair to criticise his work now. Later a constructive evaluation of all work should be made. Gradually with widening responsibilities, the child learns to do independent thinking.

Experience Reading Charts. As a final step in preparation for reading and before actual book reading is introduced the teacher will need to make much use of experience charts. A word of caution is in order here; The learnings here discussed will need to be firmly established through a minimum of one year's school experience before any but the simplest charts are used.

Experience charts, when it is time to introduce written records, are an excellent means of recording interesting and real experiences. These charts provide reading material on subjects of special interest. Charts which are made from a book cannot be termed experience charts.

In developing an experience chart, it is essential that children have the actual experience, after which the group discussion takes place informally. The children express themselves. When such a chart is being built of children's oral contributions, the teacher should not substitute her own words or phrases, even though better, for those offered by the children. Later the teacher may make two charts, using wrapping paper, manila paper, newsprint, or any large sheets of paper. For the lettering she may use a lettering pen (ball point No. 3 is good), a fountain brush, or even a black crayola. Children's drawings are used to illustrate the charts. One chart is kept intact, the other is cut in sentences, and later in phrases for matching with the first chart. Children read the entire story as a unit while the teacher sweeps her hand along the board from left to right.

It is urged that teachers of beginners postpone book reading until the second year in school and in some instances until the latter half of the second year.

45 VISUAL EDUCATION

In order to organize circuits of moving pictures, film strips, slides and gramophone records for classroom and recreational uses for the next winter season we need to know to what extent equipment is found in the various schools.

Please advise the Education Division if you possess the following:

- 16 mm. sound or silent film projector
- 35 mm. strip film projector
- Slide projector (state size)
- Gramophone
- Radio

For schools which are not situated near railways it is necessary for us to know how often films can be sent and how long they will be retained. To be included in a circuit quick turnover is a must - otherwise the chain is broken and letters of complaint pour in to the Department.

46 SWIMMING AND WATER SAFETY

The happy carefree time of summer holidays is soon approaching. In all our Indian reserves from coast to coast - from Lennox Island in Prince Edward Island - where our boys and girls brave the Atlantic breakers - through the turbulent waters at Lachine Falls near Caughnawaga - to Bella Coola on the Pacific Coast, our Indian children will gather at their beaches and swimming holes.

Without any particular instruction a child can become a good swimmer but water is treacherous and safety precautions are necessary at all times.

In this connection we have contacted the Canadian Red Cross and Dr. Harvey Money, National Director, First Aid, Swimming and Water Safety as well as all his Provincial Directors have promised us their wholehearted assistance in regard to a Swimming and Water Safety programme for our Indian children.

Not alone have we assurance of cooperation from this world-famous organization but young Indians who have the necessary prerequisites have been invited to take an instructors' course, free of charge, in the provinces where such courses are offered.

We are most appreciative of this generous offer and hope that some of our Indian youth will be able to avail themselves of this grand opportunity.

For your information please find the list of provincial directors as well as the qualifications necessary for participating in this instructors' course.

Let us make this summer as enjoyable and beneficial for our Indian youth as is possible in regard to swimming and water activities and let us make it safe for all concerned.

Swimming and Water Safety Directors

British Columbia:

Mr. A. W. Thiessen, 1235 West Pender Street, Vancouver, B.C.

Alberta:

Mr. R. Bishop, 1504 First St. E., Calgary, Alta.

Saskatchewan:

Mr. Bevan Lawson, 2331 Victoria Avenue, Regina, Sask.

Manitoba:

Mr. W. A. LeBlanc, 226 Osborne St. N., Winnipeg, Man.

Ontario:

Mr. W. R. McAdam, 621 Jarvis St., Toronto, Ont.

Quebec:

Mr. D. Rose, 3416 McTavish St., Montreal, P. Q.

Nova Scotia:

Mr. H.B. Kuryluk, 71 Morris St., Halifax, N. S.

Prince Edward Island: Mrs. H. Cudmore, 62 Prince St., Charlottetown, P.E.I.

Candidates for Instructors' Course

Candidates must be 18 years of age or over. (Those 16-18 may qualify as assistant instructors only). Candidates must hold a recognized life-saving award (those without such training may qualify as provincial instructors only).

Candidates must be capable of passing the Senior Red Cross test in good form.

Senior Test

100 yds. breast or side stroke;
100 yds. back crawl or back stroke;
100 yds. crawl or trudgen;
300 yds. continuous.
25 yds. arms only on back;
50 yds. legs only on back;
75 yds. continuous.
Surface dive and 15 ft. under water swim.
Shallow dive
Running dive
Tread, float or swim in place (10 mins.)
Water Safety Knowledge Test.

Intermediate Test

40 yds. breast or side stroke;
40 yds. elementary back or back crawl;
40 yds. crawl or trudgen;
120 yds. continuous
20 yds. arms only on the back;
20 yds. legs only on the back;
40 yds. continuous.
Surface dive and 10 ft. under water swim.
Standing front dive.
Stride jump into deep water.
Tread, float or swim in place (5 mins.)
Water Safety Knowledge Test.

Junior Test

Jump into deep water.
Level off.
15 yds. swim.
Turn about;
15 yds. return;
30 yds. continuous.
Swimming on the back (15 yds.)
Tread, float or swim in place (2 mins.)
Water Safety Knowledge Test.

Should you not be able to send a candidate to the instructors' course begin teaching the activities for passing the various tests.

Arrangements to test the pupils can then be made with the Provincial Director and all those passing these tests will receive awards.

The Saskatchewan Instructors' Course will be held in Moose Jaw, May 18 to 22 and Saskatoon, June 4 to 8.

47 MISCELLANEOUS NEWS OF OUR INDIAN SCHOOLS

School Newspapers

(1) St. Anthony News

We welcome another school newspaper to the growing list of those already being published at our Indian Day and Residential Schools. This paper is the St. Anthony News, produced by the students of the Onion Lake Residential School at Lloydminster, Saskatchewan.

There are many interesting articles in this little paper but two in particular attracted our attention. The first is by Kenneth Tootosis, in Grade 4, which reads as follows:

"Many boys do physical training exercises and are able to make the headstand and walk on their hands. For myself it is my first year and so I cannot do all that the other boys do but I can do the headstand. I like doing this very much."

The second story appears below a picture of little girls playing in the school yard. It reads as follows:

"The five girls are making some mud pies. The one near the table is making a birthday cake with mud. The other two are going to get some cans and stones. The one who is sitting on the ground says that the stones will be the candies for decorating the cake. Do you have this kind of fun too? It may sound funny, but we like it very much although it is not very clean."

(2) Kootenay Chupka

Another bright new paper is that published by the pupils of the Kootenay Residential School at Cranbrook, B.C. Its name is "THE CHUPKA" (Kootenai word for deer).

The children at this school have a pet deer now nearly a year old. She accompanies them on their walks and even gets into the school when no one is looking. There are other interesting reports on sports activities, the adult study circle and even a picture of their hockey team.

Include both these new school papers on your mailing lists.

(3) Sturgeon Landing Radio

From the Sturgeon Landing Radio we read of the success of their hockey team in games against The Pas, Flin Flon and Sandy Bay. The highlight of course was the visit of the Sandy Bay team to Sturgeon Landing. This 500 mile trip ended in a score of Sturgeon Landing 6; Sandy Bay 3. The Sandy Bay team travelled nearly 500 miles for this game. This school also reports on their activities for National Health Week, dealing with the vitamin tablets used at the school and the dental health programme now being followed.

(4) Alberni Western Eagle

We are pleased to note the many extra curricular activities now being operated at various residential schools. Besides sports, there are many other clubs and activities and the pupils at these schools will no doubt have many interesting things to report to their parents during the forthcoming summer holidays. From the Alberni Residential School paper "Western Eagle" we read of the following clubs; Explorers, C.G.I.T., Art, Hobbies, Dancing and Choir. There is also a report on the school concert, a recent debate, a health inspection contest and the school library.

(5) Blue Quills Moccasin Telegraph

This paper proudly records that it won more prizes than any Indian School in the province of Alberta in the recent competition held by the

Alberta Tuberculosis Association.

In the poster competition Alex. Janvier won first prize and Cherry Martin the third prize; Sister Cecile Bandet's room won third prize in the essay competition.

News is also included of the newly opened Goodfish Lake Day School and the Saddle Lake Day School.

Indian Boys Excel in Gymnastics
and Sports in British Columbia.

Our good friend, Jerry Mathieson, Director of Pro-Rec, tells us of the latest achievements of Indian youth in B. C.

"In the Provincial Open Gymnastic Championships - Herbie Frances from St. Mary's Indian School at Mission won the light apparatus division.

In the Pro-Rec Gymnastic Championship the Indian Residential School at Kamloops won the 'C' class both 'open' and 'novice' as well as the 'D' class open events. These teams were coached by Johnny Henderson.

At a recent boxing tournament, members of Pro-Rec from the St. Paul Indian School in North Vancouver walked off with most of the first prizes - and in many other sports, soccer especially, the Indian boys are getting to the point where the white boys have a tough time of it."

It is nice to hear this and Jerry Mathieson and the officials of the schools concerned are to be congratulated for their results.

Official Opening of Peigan Day School, Peigan Agency, Alberta.

The following extract from the Pincher Creek "Echo" newspaper should be of interest to our other schools who are planning official openings:

"Mr. Gooderham was followed by Mayor Hammond who voiced his surprise at the wonderful building provided, and mentioned the importance of education in preparing the Indians for full citizenship.

"Mr. McKay, Inspector of Schools, stated without hesitation that the new building could not be equalled by any one-room school in the area, and should be an inspiration to the local divisional school authorities. 'Any school is a good school that has a good teacher and the parents work with her', Mr. McKay said and urged the boys and girls to go on to high school and greater achievements.

Ocean Falls School Fair

From the Bella Coola Indian Day School comes the very good news of a large number of prizes won by these Indian children at the annual Ocean Falls School Fair. The senior pupils, taught by Miss Annie M. Bray, won two First Prizes, two Second Prizes and three Third Prizes. The pupils of the junior room, under Miss Blanche Bishop, won three assorted prizes.

One boy won prizes in drawing, wood carving and athletics.

May we extend our congratulations to these two teachers with the hope that other Indian schools will take the opportunities presented for entering in such school contests.

Indian Recreation Associations

On March 23rd the Caughnawaga Recreation Association was established at a meeting held at Kateri Hall.

The following officers were elected:

Mayor Harry Beauvais	President
Mr. Joseph Delisle Sr.	Vice-President
Mr. Angus T. Snow	Treasurer
Mr. Norman H. Saylor, K.C.	Secretary
Mr. Thomas Lahache	Director
Mr. Ronnie Delisle	Director
Mr. Louis Mayo	Director
Mr. Onesime Leborgne	Director
Mr. Frank A. Goodleaf	Director.

A sample constitution has been prepared as a guide for Indian communities wishing to set up a similar organization and can be obtained by writing to the Education Division, Indian Affairs Branch, Ottawa.

Indian Athletes

Only last year we mourned the loss of Tom Longboat, our famous Indian long distance runner from Ohsweken, Ontario - winner of the Boston Marathon.

Now comes news that U.S. sports writers have declared the American Indian Jim Thorpe "the greatest male athlete of the half century". In 1912 he won both the Pentathlon and the Decathlon at the Stockholm Olympic Games. During the year 1911-12 he carried almost single-handed the Carlyle Institute football team to victories over Army, Harvard and other first class colleges. As a professional baseball player he played in big leagues for over six years.

Here are indeed marks to shoot at for our young Canadian Indian athletes.

Brandon Residential School

We were delighted to read in the Winnipeg Free Press of April 18, 1950, that the first prize of \$75.00 in the Manitoba Essay Contest had been won by Jessie M. Ross from the Brandon Residential School. This contest, sponsored by the Manitoba Women's Hospital Aids Association, was based on the theme "Why I Want to Be a Nurse" and was open to high school girls. There were 46 essays received and the Reverend O. B. Strapp, Principal of the Brandon Residential School, can indeed be proud of this pupil who won the first prize.

The Honourable Ivan Schultz, Minister of Health and Public Welfare for the Province of Manitoba, presented Miss Ross and the other prize-winners with their prizes in Winnipeg.

Miss Ross comes from Cross Lake in northern Manitoba and her ambition is to help her own people by returning to them as a field nurse.

Ice Hockey

One bright picture on the sports horizon for our Indian boys this last winter was the game of ice hockey.

From many residential schools and reserves come reports of the successes and defeats of the various Indian teams. Some very good pictures have been received by the Department, all demonstrating the eagerness and the happiness of the children participating.

It is possible that there are other achievements not known by us but the following is a thumb-nail sketch of some of our teams throughout Canada:

Fort Frances Indian Residential School

Under the coaching of Louis Perreault, Indian Superintendent Interpreter and ex-pupil of the Fort Frances Indian Residential School, the bantam hockey team won the hockey championship of the Fort Frances-Kenora districts.

Not alone did Louis Perreault stimulate and guide each player but his boys have won the reputation of having a strong "esprit de corps".

In becoming district champions the Fort Frances bantams played against the Kenora district champion North End Comets and defeated them by the best score in two games.

Reverend V. DeVarennnes, O.M.I., is to be congratulated for having developed these young players and it is to be hoped that next year this team will have an opportunity to meet the Black Hawks from Sioux Lookout.

Sioux Lookout Indian Residential School

The bantam hockey team from Sioux Lookout is this year's C.A.H.A. champion. Mr. G. Swartman, Superintendent of Sioux Lookout Indian Agency, who has taken such a great interest in the development of this team, reports that very few of these boys skated two years ago and already they have achieved not alone skating ability but also the ability to play hockey and play it very well as the results show.

These boys, who are 13 years of age and under, were registered with the C.A.H.A. and at the end of the season the captain of the team Walter Kahopetum from Sandy Lake, Sioux Lookout Indian Residential School was presented with a beautiful trophy which his team will keep for a year.

Sturgeon Landing Residential School

Father Girard, O.M.I. is making a good start with his Indian midget hockey team from the residential school at Sturgeon Landing. So far they have secured their second straight victory over local teams. They not only play the game very well but they make their own hockey sticks and every Saturday night they gather in the motion picture hall where they hear the regular broadcast of the N.H.L. games.

Sandy Lake Residential School

Father Lambert has developed a very fine hockey team and they have played against the Sturgeon Landing team on several occasions.

Newspaper reports covering the games between the Sturgeon Landing and Sandy Bay teams not only tell us of the magnificent games but stress the wonderful sportsmanship displayed by the young players. Our congratulations to Father Girard and Father Lambert.

Lac La Ronge Residential School

The Midget hockey team from the Lac La Ronge Residential School at Prince Albert also had a wonderful season. They played the entire year without a loss and won the Ralph Miller trophy. They also won the Lambert trophy for sportsmen in the League and one of the boys won the individual award for the best player and sportsman.

The Pee wee team from the same school also had a good year, although not winning the trophy.

Spanish Residential School

The Residential School at Spanish, Ontario was invited to enter the Sudbury District Junior play-offs. Visiting Sudbury officials said that Garnier was equal to any team in the Nickel Belt.

The trip would have interfered too much with the academic work and was declined - but the invitation reflected the high calibre of hockey being played at Spanish. All year they have been playing intermediate teams.

48 HOW CAN I START A PHYSICAL EDUCATION PROGRAMME ON MY RESERVE ?

Editor's Note

It is our intention to include in the Bulletin, programme suggestions in regard to health, physical education, sports, games and recreation for school children as well as adults. This will be prepared by our Supervisor of Physical Education and Recreation and I would suggest that these items be kept in a separate folder so that you can easily refer to them whenever need arises.

So far stress has been laid on the working aspects of life centred around economic needs, but it should not be forgotten that people must also play, that recreation and relaxation lead to a variety of associations and group activities which educate the whole man.

Before our modern education was introduced to the Indians one of the main vehicles of education was the initiation grades.

Within this system boys developed high qualities of courage, endurance and self-reliance through vigorous and exacting trials of manhood, and girls were given training designed to fit them for adult life as wives and mothers.

The best elements of these traditional youth activities should be developed and adopted for modern living. Traditional sports such as hunting, trapping, fishing, riding, wrestling and games such as lacrosse, hockey and snow anakes which contributed so much to the development of character in our Indians should not be allowed to die out.

In proportion as formal education and highly civilized living appeared, this earlier "education of the whole man" tended to be forgotten. It is essential that the youth in school and out of it, should have opportunities for physical exercise and recreation. Sports, games and recreation provide the means; where traditional forms are lacking, new ones can be introduced.

A further need may exist for organized social activities and study groups, Scouting, Guiding - combining play with more serious social purposes may be the answer.

For adults there may be some, but less, need for physical recreation. On the other hand, there are customary forms of leisure activity; meeting together to discuss daily topics, story telling, music and dancing.

The role our officials can play is to develop and expand what they find present and where necessary, to suggest fresh modes of meeting interests.

Our schools and reserves are full of talented people and much has already been done. One reserve has a band in demand outside the reserve, another has a fine choir. Again others possess famous lacrosse and hockey teams and reputable athletes. There are Indian scholars, artists and scientists and last but not least a great percentage of our Indians live and work under climatic conditions which demand perfect physical fitness.

But the picture is not general and we are now aiming at a higher degree of social organization. This programme of health and recreation for all Indians in schools, on the reserves, as well as in hospitals, will besides improving hygiene habits, and building better health, - through its games, music, dancing, - its theatre, moving pictures, plastic arts and literature, bring joy and happiness to the Indians.

Our first endeavour would be to get the Indian interested in keeping fit and desirous of participating in cultural and recreational activities, thereby making him an active agent of his own social betterment.

Schools

One-room School

- (a) Carry out as well as is possible with the facilities at hand the curriculum of health and physical education as laid down by your Provincial Department of Education.
- (b) Improvise equipment and facilities. (Articles on the making of playground equipment and the use of limited play space will start in the next issue of the Bulletin).
- (c) Conduct extra-curricula activities - hikes and picnics, visits to points of interest. Encourage hobbies, (stamp collections, pen pals, nature study, map reading, woodworking, clay modelling, model aircraft, etc.)
- (d) Invite the parents to visit the classroom and eventually establish a Home and School Association.
- (e) Try to keep in contact with your ex-pupils - make the classroom the cultural centre of the community, the home of your adult study groups. Aim to acquire a radio, phonograph and a film strip projector, by community effort. Begin building up a good library.
- (f) Decide on various projects for the year - music, song, recitals, drama, and stage a demonstration at Christmas, closing time and at other festive occasions for parents and others interested.
- (g) Try to arrange for at least one medical check-up per year. Keep a record of growth (weight and height) of each pupil. Enrol your class with the Junior Red Cross.
- (h) Report outstanding talent in skills, crafts or leadership for consideration for higher training.

Two or More Division Schools

Apply everything suggested for the one-room school. In addition there may be an opportunity for intra-mural games or house leagues. Pageantry, displays, musical festivals, should be encouraged. Where Manual Training and Household Science are taught, pupils should be given an opportunity to apply their learnings here for the benefit of these school activities, i.e., the making of costumes for pageants and equipment for games and hobbies.

If films or film strip projectors are available, arrange a schedule of showings throughout the year. Climax social gatherings wherever possible by the serving of refreshments.

Residential Schools

Apply the suggestions in the two previous chapters. The responsibility of those in charge is not alone being a teacher but also a parent and therefore affords an unequalled opportunity for all-round guidance. The pupils graduating

are ought to be the future leaders in recreation and cultural activities in the Indian community.

It is important that a gay and happy atmosphere prevails. Give the pupils a chance to keep in contact with the outside world either by sending teams to competitions or bringing teams to the school to compete on home grounds. If possible arrange "graduate" days.

Hospital Schools

Follow where applicable the foregoing suggestions. Papers on therapeutic crafts, games and exercises will be issued from time to time. Any special requests will be considered and dealt with on merit and need. As much as possible the pupils should be given the same opportunities as those given the healthy children.

Reserves

For the purpose of organizing a better social life on the reserves we suggest the establishment of Recreation Associations encouraging the communities to provide the premises and installations that are needed - club house, community centre, athletic field and swimming pool, anything which, however modest, serves to open up opportunities for regular recreation.

All leisure time activities are a means of bringing the community into touch with the outside world and with adjacent groups.

Sports, meetings, festivals and other games are easily organized within the area. Such activities would encourage to the full the sense of belonging. This would contribute directly to making the Indian understand and appreciate the part he ought to play as a citizen of Canada.

For the purpose of setting up the afore-mentioned Recreation Associations, sample constitutions with by-laws have been prepared. This constitution will also serve as a guide to the elected executive committee. The Superintendents of our Indian Agencies, the Councillors, the Churches and the schools, together with outstanding Indians on the reserves are the logical ones to start these Associations.

Some support especially as regards equipment and leadership will be given by the Indian Affairs Branch.

General

These new activities will undoubtedly create certain problems, the solution of which cannot be immediately foreseen - for instance transportation of teams, lodging and food when competitors are away from home base, maintenance of discipline when pupils of both sexes intermingle at festivals, dances, competitions, etc. For some of these activities neither money nor equipment is necessary but for others small and large sums will be needed. Although the Indian Affairs Branch will help in getting these activities going, the greater part of the monies must be found in the Indian communities and therefore the raising of funds will be one of the most important tasks of the Recreation Associations. It has been proved though that where enough enthusiasm has been aroused in an Indian community the people themselves have been able to get the necessary funds to build community halls, skating rinks or other facilities.

No hard and fast rule can be laid down but as we progress the general plan will become clearer and any deviations from such can be dealt with as they arise.

Where Can I Get Help ?

The following is a list of addresses of people who can give assistance in the health, physical education and recreation programme:

Physical Fitness and Recreation

National Council on Physical Fitness,
Department of National Health and Welfare, Jackson Building, Ottawa.

Provincial Directors

Mr. L. W. Shaw,
Deputy Minister of Education,
Department of Education,
Charlottetown, P.E.I.

Dr. W. C. Ross,
Director of Physical Fitness,
Department of Public Health,
Room 604, Dennis Building,
Halifax, N. S.

Provincial Directors (cont'd.)

Mr. M. H. Brewer,
Department of Education,
Fredericton, N. B.

Department of Education,
Quebec, P. Q.

Mr. Hart M. Devenney,
Director of Physical Fitness,
172 Legislative Building,
Winnipeg, Manitoba.

Department of Education,
Toronto, Ontario.

Mr. J. H. Ross,
Director of Health and Recreation,
Department of Education,
217 - Seventh Avenue,
Calgary, Alberta.

Mr. H. Stinson,
Director of Physical Fitness,
Room 51, Government Insurance Building,
Regina, Sask.

Director of Physical Education
and Recreation,
2414 Main Street, Vancouver, B. C.

Moving Pictures

Most university extension departments have a library of motion pictures which can be obtained on a fee basis. The National Film Board, Ottawa, has provincial branches as follows:

St. John's Newfoundland,
Department of Education

Montreal, P. Q.
726 Confederation Building

Halifax, Nova Scotia
Audio-Visual Branch,
Department of Education.

Winnipeg, Manitoba
205 Childs Building

Toronto, Ontario
4 University Avenue.

Regina, Saskatchewan
Education Annex,
Department of Education

Fredericton, New Brunswick
Teachers' College,
Department of Education.

Edmonton, Alberta
South Side Post Office

Charlottetown, P. E. I.
Prince of Wales College,
Department of Education

National Film Society of Canada
172 Wellington Street,
Ottawa, Ontario.

Vancouver, British Columbia
535 West Georgia Street.

Health Training

Following are Provincial Junior Red Cross branches:

1235 West Pender Street,
Vancouver, British Columbia

1504 First Street East,
Calgary, Alberta.

2331 Victoria Avenue,
Regina, Saskatchewan

226 Osborne Street North,
Winnipeg, Manitoba.

621 Jarvis Street,
Toronto 5, Ontario

3426 McTavish Street,
Montreal, P. Q.

66 Prince William Street,
Saint John, New Brunswick.

71 Morris Street,
Halifax, Nova Scotia.

62 Prince Street,
Charlottetown, P. E. I.

Department of Public Health & Welfare,
St. John's Newfoundland.

Junior Farmers' Clubs

The Canadian Council on boys' and girls' club work is a coordinating agency promoting Junior Farmers clubs throughout the Dominion. The Director is Mr. A. E. MacLauren, Room 79, Confederation Building, Ottawa, Ontario.

The procedure to follow in the formation of Junior Farmers' clubs would be to contact your provincial Department of Agriculture. In Ontario, Mr. T. R. Hilliard, Department of Agriculture, Toronto, is in charge of Junior Farmers clubs.

INDIAN DAY SCHOOL CALENDAR FOR 1950-51 ACADEMIC YEAR

(To be kept in Attendance Register).

Appendix A

1950

- Sept. 4 - Labour Day (School Holiday)
- " 5 - Schools open (full teaching day)
- Oct. - Thanksgiving Day (date to be fixed by Proclamation, will be a holiday)
- Dec. 16 - Earliest allowable date for commencement of Christmas vacation

Note: - During the months of December 1950 and January 1951, the schools shall be in session for a total of 33 days. Due to varying dates set by provincial Departments of Education for the Christmas vacation, Indian Day Schools may conform with the regulations covering the schools of the province in which they are located.

1951

- Jan. 9 - Latest allowable date for re-opening of Schools after Christmas vacation (full teaching day)
- Mar. 22 - Schools close for Easter Vacation (full teaching day)
- Apr. 2 - Schools re-open after Easter Vacation (full teaching day)
- May 24 - Victoria Day (School holiday)
- June - King's Birthday (date to be fixed by Proclamation, will be a holiday)
- June 22 - Last Day of school for term

NUMBER OF PRESCRIBED SCHOOL DAYS 1950-51

FIRST HALF YEAR

September	19
October	21
November	22
December	11-16

73-78

SECOND HALF YEAR

January	17-22
February	20
March	16
April	21
May	22
June	16

112-117

REGULATIONS CONCERNING THE ACADEMIC YEAR

1. The school term shall consist of 190 teaching days.
2. Holidays include all Saturdays and those days listed above. In addition Roman Catholic Indian Day Schools will be allowed as holidays, a limited number of holy days of obligation, not exceeding four (4) in all - November 1, 1950, December 8, 1950, and May 3, 1951.

Where, in the interest of the school work, such action may be desirable, the holidays allowed during the summer may, on the recommendation of the local Indian Superintendent, be taken at some other time of the year but no change is to be made without the express approval of the Department.

If a school is closed on a prescribed school day by reason of the outbreak of an epidemic or the holding of a local Fair or a Teacher's Convention, such closing will lessen the number of days school was in session but NOT the number of prescribed school days.

3. The school must not be closed because of small attendance. Even though there may be only two or three children present, an opportunity exists for individual instruction.

Bernard F. Neary,
Supt. of Indian Education.

The above applies only to Indian Day Schools and NOT to Residential Schools.